DOCUMENT RESUME

ED 364 692 CE 065 180

AUTHOR Bollinger, Lucille; Sweeney, Dee
TITLE Getting Hooked on Words.
INSTITUTION Denver Public Schools, Colo.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE 1 Dec 93
NOTE 125p.; For related modules, see CE 065 177-181.
AVAILABLE FROM Emily Griffith Opportunity School, 1250 Welton Street, Denver, CO 80204-2197 ($19.94).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Basic Education; Behavioral Objectives; Classroom Techniques; *Health Occupations; *Language Skills; *Language Usage; Learning Activities; Learning Modules; *Literacy Education; Sentence Structure; *Vocabulary; *Vocabulary Skills
IDENTIFIERS *Workplace Literacy

ABSTRACT

This learning module is intended to improve the spelling, reading, and writing skills of health care industry employees by enhancing their word usage skills. The module, which is designed to be presented in a 32-hour course of eight 2-hour biweekly sessions, is divided into two parts. The initial part emphasizes the development of new learning strategies for recognizing and using word patterns as an aide to spelling and vocabulary building, and the second part focuses on the ways words function to form phrases, clauses, and sentences. The first part of the module contains general and instructional introductions, a goal, abbreviated and detailed strategies for teaching spelling and vocabulary, and guidelines for teaching phonics patterns. Among the topics covered in the individual session outlines are recognition of various spelling patterns, use of dictionaries and their use, use of various parts of speech, Latin and Greek roots, and writing job descriptions. Each session outline includes some or all of the following: objective; list of required materials; list of activities and their allotted times; instructional materials in the form of text, word lists, charts, and/or diagrams; and learning activities. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 692

GETTING HOOKED ON WORDS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Lucille Bollinger, M.A.
Dee Sweeney

Emily Griffith Opportunity School
1250 Welton Street
Denver, Colorado 80204

December 1, 1993

ED 365180

BEST COPY AVAILABLE

GETTING HOOKED ON WORDS

The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or Emily Griffith Opportunity School, Denver Public Schools, and no official endorsement by these agencies should be inferred.

© 1993 by
Workplace Education Project
Emily Griffith Opportunity School,
Denver Public Schools
All Rights Reserved
Denver, CO

Lucille Bollinger, M.A.
Dee Sweeney

December 1, 1993

INTRODUCTION TO THE WORKPLACE LITERACY PROJECT

This module was developed by educators from Emily Griffith Opportunity School as part of a National Workplace Education grant funded by the U.S. Department of Education. A cooperative effort between the business and education communities, the program was designed specifically to enhance employees' literacy skills.

Direct benefits to the workforce include improved morale and motivation, self-esteem, team work, and promotional opportunities.

We gratefully acknowledge the assistance of our partners. In addition we recognize all of the students who participated in classes and who provided us with invaluable feedback for strengthening future classes.

We hope partnerships such as these will provide the catalyst for developing new or continued on-site educational opportunities.

GETTING HOOKED ON WORDS was developed by Dee Sweeney and Lucille Bollinger, M.A., members of the instructional staff at EMILY GRIFFITH OPPORTUNITY SCHOOL, as a requirement of a U.S. Department of Education WORKPLACE LITERACY grant. One of the purposes of the grant is to improve basic workplace skills within certain targeted industries. The healthcare industry has been designated as the focused area for the EMILY GRIFFITH grant in Denver, Colorado and includes serving several hospitals.

TABLE OF CONTENTS

SECTION	PAGE
General Introduction	1
Goal	3
Instructional Introduction	3
Part One	10
Spelling Strategy	11
Vocabulary Strategy	20
Teaching Phonics Patterns	20
Session 1 - Registration/Testing	22
Session 2 - Registration/Testing	23
Session 3 - Introduce Spelling Strategy	24
Session 4 - Review Spelling Introduce "wr", "gn", and "kn" Patterns	28
Session 5 - Reinforce Spelling Introduce Short/Vowels and Monster "E" Pattern	32
Session 6 - Reinforce Spelling Introduce "ee", "oa", "oe", "ai", and "ay" Patterns	36
Session 7 - Reinforce Spelling Introduce "ow', "ou", "oi", and "oy" Patterns	41
Session 8 - Reinforce Spelling Introduce "i", before "e" an Except after "c", and "cy", "ci", and "ce" Patterns	46

TABLE OF CONTENTS

Session 9 - Section 1
Dictionary as a Powerful Ally 52

Session 9 - Section 2
Without Names
Does Anything Exist? 59

Session 10 - Section 1
Verbs, the Moving Dynamo of a
Sentence 70

Session 10 - Section 2
Adding Interest, Color & Spice
with Modifiers or Simply Supplying
a Clearer Pattern 81

Session 11 - Section 1
Words as Shapechangers, or Acting
Like Chameleons, Sometimes, Just
Ordinary Stand-ins or Go Betweens ... 90

Session 11 - Section 2
Words as Shapechangers, or Acting
Like Chameleons, Sometimes, Just
Ordinary Stand-ins or Go Betweens ... 98

Session 12 - Singing the Praises of Phrases For the
Panache They Add to Clauses, Both
Dependent and Standing Alone 105

Session 13 - Plant a Root or Two - Latin or Greek
- and - Watch Those Words
Increase 109

Session 14 - Hey, My Job is on the Line!..... 112

Session 15 - Getting Down to "Brass Tacks" 115

Session 16 - We Did It!!! The Rain Really Falls on
That Plain in Spain 118

"The word makes men free. Whoever cannot express himself is a slave. Speaking is an act of freedom; the word is freedom itself." Ludwig Fuerbach

GENERAL INTRODUCTION

Getting Hooked on Words is a basic course developed to improve and enhance participants' ability to spell, read and write more effectively by expanding their available word usage skills. It is designed to demonstrate to the participants that learning new spelling and vocabulary strategies and the finesse of syntax, through experiential learning, can be informative as well as fun, and an enjoyable experience. It allows them to believe that they can achieve a greater degree of success in expressing their needs and desires more precisely, in both oral and written communication.

This basic course, then, serves a two-fold purpose: to develop an appreciation for how language functions and can be a living tool in their lives; and to develop a higher level of enthusiasm for and comfort with using words.

The course, ***Getting Hooked on Words***, is divided into two parts:

The initial part emphasizes the development of "new" learning strategies for recognizing and using word patterns, both visually and auditorially, as an aide to spelling and building vocabulary.

The second part focuses on gaining a better understanding of how words function to form phrases, clauses and sentences.

The dictionary is used in this process, both as a reference and teaching tool. All the learning tasks are presented with adequate opportunities to experience both individual and group activities. Finally, the foregoing learning strategies and experiences are applied to the practical problem faced by every Colorado state employee, namely, reading and following the very technical instructions required to understand and respond to the State questionnaire in a very precisely written format. It is important to respond to this fifteen page POSITION DESCRIPTION QUESTIONNAIRE, accurately, since it will affect each employee's future job classification, as well as their future salary parameters.

Getting Hooked on Words is designed as a 32-hour course which meets for eight, two-hour, bi-weekly sessions. It can be adapted to a shorter or longer time schedule. It is developed from the participant's own self-assessed needs which were furnished on a Needs Assessment Questionnaire. A baseline for the course was established by using the Table of Adult Basic Education (TABE) Language and Spelling Subtest.

Facilities Services, the support division at the University of Colorado Health Sciences Center campus, which includes Environmental Services, Facilities Maintenance (remodeling and new construction), Grounds and Parking, was targeted as the area from which participants would be drawn.

GOAL To offer participants an opportunity to improve, expand and practice their oral and written word skills and knowledge which will provide them with more effective language tools for expressing themselves; and to increase their comfort level when using words, both on the job and in their everyday affairs.

INSTRUCTIONAL INTRODUCTION

Language is a basic tool used in thinking, communication, problem-solving and most other complex symbolic human activities. Therefore, it is a necessary and powerful tool, allowing its users to deal effectively with daily events. Language is used to acquire knowledge and increase skills; it allows us to meet changes and make plans for the future. It facilitates continued learning, allowing us to move from the concrete to the abstract, as well as to generalize information so that the information can be utilized with a new set of events or concepts.

Language, through continual usage, expands our ability to increase memory by providing new symbols for encoding already stored information into newly created categories, enhancing retrieval. It is through this latter function that it contributes most to problem-solving by providing the users with a wider array of alternatives from which to choose possibilities or solutions.

Just as language is the basic tool of thinking, words are the basic components of language. Improving our ability to use and manipulate

words effectively enhances our thinking and our ability to deal with more complex symbols and abstractions, in both our oral and written expression.

Our individual language development almost parallels the development of the English language. Old English was primarily monosyllabic, expressing basic and fundamental needs required for survival. Many of the words used during that period still are in use today.

With the advent of the Norman invasion and the influence of the Roman Catholic Church, new words were added to the English language. Many of these words of two or more syllables reflected the growing Norman culture and its interest in dining, fashion, cultural matters and government.

The Roman Church added many Latin-based words reflecting its influence during the Middle Ages in theology, philosophy, music, art and ecclesiastical affairs. Together, the Normans and the Roman Catholic Church added approximately 30,000 words to the English language.

Despite what seems a rather large influx of words during that period, it was not until the Renaissance that the majority of words which now make up the English language were added. Many of these words were formed from Latin and Greek roots. With the addition of prefixes and additional suffixes, innumerable words came into being. Today, we still add new words to our

language by using some of these same roots and prefixes. Other words were added as Western civilization expanded its areas of philosophy, science, mathematics, politics, social sciences, music, art, education and, more recently, space exploration and communication.

As we look at this development over many centuries, we cannot but wonder, if those of us, who cannot use the English language with confidence and aplomb may not still be caught, through our language expression, somewhere in the Middle Ages, or even at an earlier period. It is, therefore, vitally important that the effective use of language, both orally and in written expression, be enhanced. Words well-constructed into written expression lend us the power to express our essence more fully, and confidently meet the challenges we must all face. Words, then, serve us as our best ally. Hence, the main purpose of this course is to assist participants with learning how words can best serve them as allies. While accomplishing that objective, we hope it is also an enjoyable and painless experience.

Piaget noted that 'language is to thought as mathematics is to physics.' If we are to follow Piaget's analogy, we might state that if, physics through mathematics is required to search the outer depths of space, then perhaps, we could also state that language is an essential tool to give "voice" to the inner depths of the self.

The curriculum for this course is divided into two parts. **Part One** concentrates on learning "new" spelling strategies. In so doing, it addresses the participants' own identified, critical needs. It is because of this self-expressed need that words are the basic building blocks of our curriculum. **Part Two** concentrates on putting words in an applied meaningful context, allowing participants to gain an avenue for meaningful oral and written expression. The graphic below illustrates the progression of the course.

Starting at the bottom of the chart with WORDS, **Part One** will emphasize spelling and vocabulary. **Two** approaches are used for enhancing spelling strategies. The first is a visually-oriented strategy, and the second is

oriented toward learning sound patterns. This multiple approach acknowledges two apparently disparate facts.

1. The majority of people tend to remember more of what they see rather than what they hear.

2. 85% of the words we use are tied to sound.

Taking these two elements into consideration, it is safe to assume that the adults we are working with have acquired their knowledge and use of the spoken language mainly through auditory stimuli. However, in order to master the written language, they must be able to interpret and understand the visual stimuli presented in the form of printed materials.

Based on accumulated brain research of the last few decades, we know that appropriate use of an internal visual strategy is important for memory tasks such as spelling and vocabulary. We also know that not everyone "thinks" in terms of pictures, although almost everyone has the ability to develop that capacity.

The words used for the spelling and vocabulary segment of the course were collected from misspelled words on the TABLE OF ADULT BASIC EDUCATION (TABE) Language & Spelling subtests, the POSITION DESCRIPTION QUESTIONNAIRE, the participants themselves, and the words most likely to be encountered in their daily working environment.

As new words are introduced, familiarity with their meaning will be checked after their spelling has been learned. The vocabulary strategy outlined in the instructional guide uses the visually-oriented approach for integrating word meanings.

The above outlined approach was chosen because prior experience with more conventional means of teaching spelling and vocabulary have not been as effective. While one of our course objectives was to provide specific content information, another one of our objectives was to provide participants with "learn to learn" strategies and tools that would facilitate learning, not only during the course, but would also serve them well in the future.

The second part of the course will concentrate on participants gaining use of meaningful verbal expression, both orally and in written materials. The process will originate with introducing the dictionary as a valuable reference tool for checking spelling, obtaining word meanings, identifying parts of speech, checking inflected forms of verbs, adjectives, and adverbs, and locating synonyms and antonyms.

From this initial experience, participants will progress through a series of activities and experiences that will help them slowly build and integrate effective verbal expression. A series of sequential steps have been developed to aid this process. The sequences move from the two basic parts of speech, the noun and the verb,

toward building sentences, paragraphs, and commencing with tackling the precise and complete written responses required from the POSITION DESCRIPTION QUESTIONNAIRE (PDQ) which all Colorado State employees must complete. This instrument will determine their future classification and salary range.

All learning objectives of the two parts of this course furnish both individual and group activities, designed to provide a comfortable learning experience, as well as enhance participants' word skills.

PART ONE

SPELLING STRATEGY

INTRODUCTION

This section provides you with background information on the concepts, teaching methodologies and materials used in this curriculum. We have presented the information as simply as possible, but recognize that if the concepts are new to you, the method may seem a bit cumbersome. We encourage you to try the techniques - they have worked extremely well for us providing faster and easier gates into spelling knowledge than previously used methods.

Our primary teaching tool for spelling is the following spelling strategy, which is based on the Neuro Linguistic Programming (NLP) Spelling Strategy modified by New Pathways to Learning. The NLP Spelling Strategy was initially developed by modeling and carefully observing good and bad spellers in order to determine what internal processes each one used. It was found that most good spellers "see" the word and then have a feeling that it is right, wrong or they don't know. Poor spellers do not use this strategy. They often process the information auditorily, never accessing their visual memory.

This information from the modeling was then used by New Pathways to Learning to develop a precise and step by step way to teach a person "how to spell" and how to access the most useful "brain tools" for the task. The following adaptation of the strategy was developed by Learning Connections and is used with their permission.

PRINCIPLES UNDERLYING SPELLING STRATEGY

1. Our eyes generally move up when we do visual internal processing. If we want a student to use visual processing, we can present work "up".

2. Our eyes generally look down when we are internally processing feelings. if we want a student to access feelings, we can guide his eyes down by gesture or placement of work.

3. Not every student is aware of his internal visual processing. Most every student can learn to use it.

4. Students who do internal visual processing may not know how to use it for memory tasks such as spelling and remembering vocabulary.

5. Chunking (breaking down of words) is very helpful. Each student chunks differently. Students can be made comfortable with the notion of chunking by pointing out the places where we naturally chunk information in real life to remember. For example, we chunk phone numbers, social security numbers, the way we read large numbers, etc. Chunking is not just for kids - we all use it.

6. Visual processing is stimulated by right brain presentation methods, i.e. color, size, shape, patterns. Incorporation of these elements throughout the presentation of content is helpful.

7. Regular use of the strategy, review, and integration exercises are critical to establishing an automatic spelling habit.

ABBREVIATED STRATEGY	DETAILED STRATEGY
1. Select an area that the class can use as a "visual screen".	The "visual screen" can be a flip chart, white board or light colored wall and should be centered in front of the students. When students look at this area, their eyes will be looking "up" with no added instructions.
2. Print symbols, numbers, letters or words on a card.	Use of symbols or random numbers and letters enables students to try the strategy and gain confidence without the pressure of spelling correctly. We normally start with three symbols, letters or numbers on a card and then add as there is success. Letters are printed using lower case except where a capital is required. Lower case printing has more shape and assists the right brain in making visual discriminations.
3. Decide if chunking is necessary.	Any word that is more than one syllable should be chunked initially and it may be appropriate to chunk such words as "watch". Chunking a word to assist the student in easily building his visual picture can be done any way - it has nothing to do with syllabication rules. The students are very good at doing their own chunking because they do it based on what makes sense to them.

ABBREVIATED STRATEGY	DETAILED STRATEGY
3. Decide if chunking is necessary. (cont.)	Once it has been decided to chunk a word, you simply fold the card after each chunk and do steps 4 through 6 for EACH chunk. When the students write each chunk, they should put it on a separate line so that they're writing and checking only the picture they're working on. Once all chunks have been done, repeat the same process with the first two chunks combined. Then repeat with the first three combined, then the first four, etc., until the word is complete. Never go from individual chunks to three or more combined, always build up. Does this seem cumbersome? Try it. It's not and it really helps students easily handle large words.
4. Build and reinforce visual remembered image. a) Hold card up against the "screen" and have students quickly trace it with their eyes.	Building and reinforcing the visual image can be done in a number of different ways. The steps presented here work. Their order can be changed. As students get comfortable and are increasingly competent with the strategy, steps can be dropped.

ABBREVIATED STRATEGY	DETAILED STRATEGY
b) Remove the card, point to where it was and have the students "notice their picture".	However, as you increase word size and complexity, you may wish to reinclude those steps to ensure success.
c) Hold card up against the "screen" and have students trace the letters with their finger in the air. Repeat (b) above.	The specific verbiage is not critical - there is no magic in the wording. Some things to avoid are:
d) Hold card up against the "screen" and ask what letters are below and above the line. (Two imaginary lines are drawn below and above the middle part of letters. The tale of a "p" would hang down below the bottom one, and the stem of a "d" would stick up above the top line.) Repeat (b.)	a) "see if or try" to make a screen or picture. (This creates the possibility of failure.)
e) Hold card up against the "screen" and ask if there are any "twins" (two of the same letter right together.) Repeat (b.)	b) "Can you ...?" (This leaves the option of a "no" answer. Then what do you do? Assume they can follow your instructions and give them choices instead.)
f) Hold card up against the "screen" and ask what the first letter is and what the last letter is. Repeat (b.)	c) "Is it correct?" While the ultimate objective is correct spelling, the strategy is about building and reinforcing good, clear pictures that can be used over and over for spelling. For students long frustrated with spelling, eliminating the use of "correct" simply removes a bit of pressure. A picture that is not clear enough can be made clearer. A picture that is not "correct" is "wrong".
	Modeling each step and guiding students through the first couple of times is helpful. As you move forward, you won't need to explain things.

ABBREVIATED STRATEGY	DETAILED STRATEGY
5. Have the students get a good and clear picture, and when they have it, "write it when you're ready". Have students check their picture for the answers if they're having any trouble.	Be sure students take the time to make a picture before writing. If students do not have a good clear picture at this point, you can ask them to tell you about their picture. Very often, there is a specific part which is not clear. Reinforce it with color and repeat step 4. If the whole word is fuzzy, repeating step 4 may be what's needed. Additionally, check to see if the word needs to be chunked smaller. Also, the student could actually trace the letters on the card for additional kinesthetic input. Whatever the student says about the picture, use it to determine your next action.
6. Have the students "see" their picture (pointing at the "screen"), look at what they wrote, and then notice how it "feels" or if it's a match.	"See" how it "feels". What the student should be seeing is the word - just as if it were a street sign sitting in the air.

ABBREVIATED STRATEGY	DETAILED STRATEGY
6. Have the students "see" their picture (pointing at the "screen"), look at what they wrote, and then notice how it "feels" or if it's a match.	The "feel" part of this is the checkpoint. The feeling will let the student "know that he knows" or not. The "I don't know" or "I'm not sure" feeling can be compared to when we look in a phone book for a number, mumble it to ourselves as we walk to the phone, dial the number part way and then get this "feeling" that what we are dialing is not the same as the number that we read. The, "I know that I know" or "I know that I do not know" feeling is like the feeling we get when we think that someone walking towards us on the street is someone we know. When the person actually comes into focus, we get a feeling of recognition or a match to our prior experience.
7. Reinforce by having the students spell the word out loud from the "picture". An optional step is to then have them spell it backwards, pointing at each letter on the screen in reverse order.	Spelling backwards can be a fun way to reinforce the process and instill confidence. It also confirms to you, the instructor, that the student has a good picture. Additionally, spelling backwards cannot be done phonetically - it has to be done by "reading" a picture backwards.
8. Reinforce by reviewing and using the words.	Reviewing and using words helps establish words in long term memory. Reviewing can be done in three stages:

ABBREVIATED STRATEGY	DETAILED STRATEGY
8. Reinforce by reviewing and using the words. (cont.)	a) Hold the card up in front of the "screen" and say the word. have the students say the word. Remove the card and while pointing to the "screen", say the word. Then have the students say the word while looking at the screen. Repeat these two steps once. b) Hold card in front of the screen and quickly remove it. Have the students get a good clear picture of it, write it and check it. If there is uncertainty, find out what is happening with the picture, then use step 4 of the strategy to reinforce the picture as required. Repeat the first two steps until you're sure that the word will be remembered by just saying it - without presenting the card for a quick reminder. c) Say the word, have the student get a picture, write it, and check it. Using words can be done by making sentences verbally, writing sentences, doing word matches, crossword puzzles, etc. Your creativity is the only limit.

ADDITIONAL NOTES:

After students learn to use this basic strategy, there are ways to expand its use.

1. They can create their own individual "screens". They can test placement to "see" where the words are the clearest and easiest to see. This will normally be the same place they access visual memories and is often on the upper left. But, each of us has our own way.

2. They can go to their "screen" to see what they have for a word they want to spell but have not learned through this strategy. When they do this, there are several things that often occur.

   a) No picture - they need to build one.

   b) Unclear picture - they need to clarify it.

   c) More than one version. They need to write down what is there and check for the correct version in the dictionary. Then they should "erase" all but the correct version, or if it is not correct, clear the screen. They can then use the spelling strategy to build the word.

VOCABULARY STRATEGY

Students can extend the spelling strategy for remembering word meanings. On their screen, have them build a picture of the meaning of the word to be learned - the concept of the word, not the dictionary definition. They should be encouraged to relate the word meaning to their own experiences. For instance, for the word "bored," they might picture themselves being bored by a really boring teacher they had. The only thing that determines the "rightness" of a picture is its usefulness in remembering the meaning and being able to use the word later.

Once the student has a picture of the meaning of the word, he should put the spelling of the word on the picture and take a "snap shot" of it.

TEACHING PHONICS PATTERNS

Patterns should be presented to the students in their visual space and the format of the work should be consistent. This helps them get a "picture" of each pattern. The "picture" can be enhanced with color and by putting a frame around the whole page.

1. Introduce a single pattern. For instance, "wr=r" would be introduced by itself. When complete, you would introduce the "gn=n" as a related pattern following the same rule. Use the handout format to write information on the board.

TEACHING PHONICS PATTERNS
(cont.)

2. Give a couple of example words and write them. Elicit other words in the pattern from the students, using sentences with a blank to help them (i.e., When two cars hit each other, they have a car _____.)

3. If students indicate a word that is not part of the pattern, write it diagonally on the board to acknowledge it, show how it is spelled, but to keep it separate from the visual pattern you are presenting.

4. Drill the students for sight recognition of each word on the list by pointing to each word, saying it, and then having the students say it. Repeat this process increasing speed and changing the order of pointing. Troublesome words can be cued by a sentence using the word.

5. Drill the pattern by asking, "When you see "wr", it always, always sounds like _____".

6. Have students pick troublesome words from the pattern words and practice them using the spelling strategy.

7. Have students review the patterns for homework until they can go through each pattern list "slick as grease".

8. Before introducing new patterns in the next class, review the old ones until students are very comfortable with them.

SESSION 1

OBJECTIVE: 1. Compete Registration
2. Commence TABE Assessment

Required Materials: **Registration Forms**
TABE Locator Tests
TABE Test Booklets: E, M, D, and A.
Locator & TABE Answer Sheets
Locator & TABE Answer Keys
Scoring Key
#2 pencils
Black pens

TIME	ACTIVITY
20 minutes	Registration
30 minutes	Administration of TABE Locator.
10 minutes	BREAK
60 minutes	Administration of TABE Language, Mechanics & Language Expression and Spelling subtests.

SESSION 2

OBJECTIVE: Complete Administration of TABE subtests

Required Materials:

Registration Forms
TABE Locator Tests
TABE Test Booklets: E, M, D, & A.
Locator & TABE Answer Sheets
Locator & TABE Answer Keys
Scoring Key
#2 pencils
Black pens

TIME	ACTIVITY
10 minutes	Greeting
60 - 90 minutes	1. Complete administration of TABE subtests: * Language Mechanics * Language Expression * Spelling 2. Participants will check their own responses with the answer key. 3. Score & Review results with participants as they complete the three subtests.

SESSION 3

OBJECTIVE: Introduce spelling strategy

Required Materials: **Colored Markers**
3" x 11" cards
"Word List" to handout

TIME	ACTIVITY
15 minutes	Overview course and learning concepts .
1 hour	Select words that the class is most interested in . Use TABE results, PDQ list, and class input. Select 5 words to teach strategy. Words should be no more than 4-5 letters long Teach strategy.
10 minutes	BREAK
25 minutes	Review words. Use in sentences. Have students make cards for themselves.

SESSION 3

TIME	ACTIVITY
10 minutes	Give homework. Review words.

SESSION 3

WORD LIST			
ceiling	repairs	texture	efficient
replace	slight	spackle	electrician
male	might	seam	conceal
plumber	sight	assess	vacate
billboards	light	tape	parallel
saw	leisure	smooth	permanent
tighten	perceive	below	analyze
sander	irregular	above	assume
loosen	toxic	correct	knapsacks
measure	discharge	putty knife	hydrant
heating	believe	spackling knife	environment
repair	hydrogen	cleaner	tomorrow
maximum	concise	roof	waive
tolerance	spread	material	celluloid
air	access	thorough	aerosol
conditioning	syringe	receive	research
cooling	accommodate	receipt	through
temperature	tests	slip	straight
eliminate	regulated	duplicate	worsen
compensate	loads	delay	business
disaster	location	evidence	building
emergency	lubricate	storage	located
preventive	manipulate	pour	quote
rotary motor	mounting	fertilize	training
diesel	sharpen	compare	ascertain
electric	salvage	address	demonstrates
pipe	supervision	anticipates	authorize
wrench	innovation	devises	improvement
screwdriver	itemize	calibrates	something
power	installed	diagnosis	empty
socket	reason	dispensed	quickly
paint	brush	scanner	faithful
stamps	roller	license	thermometer
tests	thinner	specification	director
overhauls	remover	review	department
regulates			

SESSION 3

ACTIVITIES POTPOURRI

1. Give students list of words. Have them select 10 they want to learn by the end of the course.

2. Suggested words to use to teach strategy: pipe, saw, sander, paint, test, load, stamp.

3. Dictate sentences using words selected for the spelling strategy.

4. Have students make up sentences.

SESSION 4

OBJECTIVE: **Review spelling strategy and words. Add new words. Introduce "wr", "gn" and "kn" patterns**

Required Materials: **Colored markers**
3" x 11" cards
Patterns for handout

TIME	ACTIVITY
15 minutes	Review spelling words. Reinforce those that are troublesome.
10 minutes	Write sentences.
15 minutes	Select 5 new words. Practice with spelling strategy.
15 minutes	Write sentences/make cards of new words.
10 minutes	BREAK
40 minutes	Introduce concept of patterns. Introduce wr, gn, kn.
5 minutes	Make cards of any troublesome words.

SESSION 4

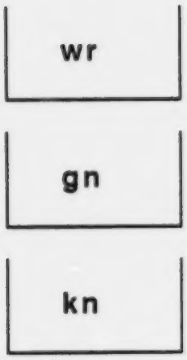
TIME	ACTIVITY
10 minutes	Review spelling words. Assign homework.

Homework:

1. Use spelling strategy to review spelling words and study troublesome words from patterns.

2. Review and practice patterns. Put patterns on wall.

SESSION 4



~~wr~~ = r	~~gn~~ = n	~~kn~~ = n
wrote	gnaw	knock
write	gnu	knuckle
wrench	gnarled	knob
wrist	gnat	knew
wrong	gnash	knife
wrestle		knot
wreck		knee
wrap		know
wrinkle		knight
wring		

Note: [ ] = always

SESSION 4

ACTIVITIES POTPOURRI

1. Sentences for dictation:

He wrote home for the wrinkled wrench.
They wrestled with their wrapped wrist.
Wring out the towel when you wash the wreck.
The gnu and the gnat watched the dog gnaw the gnarled tree.
Knock your knuckle on the door so the knight will turn the knob to let us in.
He knew the knot on the handle of the knife.

2. Puzzles: Create as many words as possible using the squares. Do not skip over any box.

wr	e	ch
o	i	n
t	e	g

w	**kn**	f
o	e	i
b	t	gh

u	i	e
r	**gn**	d
sh	**d**	w

SESSION 5

OBJECTIVE: **Reinforce spelling. Add 5 new words. Introduce short vowel sounds and "Monster E"**

Required Materials:
Colored markers
3" x 11" cards
Pattern for handout

TIME	ACTIVITY
15 minutes	Review spelling words. Reinforce as appropriate.
10 minutes	Write sentences.
15 minutes	Select 5 new words. Practice with spelling strategy.
15 minutes	Write sentences. Make cards of new words.
10 minutes	BREAK
40 minutes	Review wr, gn, kn patterns. Introduce short vowel sounds and "Monster E" pattern.

SESSION 5

TIME	ACTIVITY
5 minutes	Make cards of any troublesome words.
10 minutes	Review spelling words or quickly review pattern. Assign homework.

Homework:

1. Use spelling strategy to review spelling words and study troublesome words from patterns.

2. Review and practice patterns. Put patterns on the wall.

SESSION 5

"Monster E" - jumps over the consonant and makes the vowel say its name.

pin	pine
kit	kite
gat	gate
tin	tine
not	note
mat	mate
rod	rode
rat	rate
pal	pale
rid	ride
fat	fate
mop	mope
mad	made
plan	plane

Other words	Other syllables
pole	strate
tune	vate
hole	crete
dome	plete
rake	brate
zone	nize
fumes	nate

SESSION 5

ACTIVITIES POTPOURRI

1. Sentences for dictation.

   Pin the pine tree kit on your kite.
   The rat was a pal to the pale kid.
   Plan the plane trip for the fat man to meet his fate.
   Get rid of the ride on the tin horse with tines.

2. What are the words that go with the syllables on the prior page?

administrate	demonstrate	motivate
complete	ornate	concrete
celebrate	calibrate	secrete
recognize	innovate	

Others:

manipulate lubricate

SESSION 6

OBJECTIVE: Reinforce spelling. Add 5 new words. Introduce "ee," "ea," "oa," "oe," "ai," and "ay."

Required Materials:
Colored materials
3" x 11" cards
Pattern for handout

TIME	ACTIVITY
15 minutes	Review spelling words. Reinforce as appropriate.
10 minutes	Write sentences.
15 minutes	Select 5 new words. Practice with spelling strategy.
15 minutes	Write sentences. Make cards of new words.
10 minutes	BREAK
40 minutes	Review "monster E" pattern. Review "kn," "gn," and "wr". Introduce "ee," "ea," "oa," "oe," "ai," "ay" patterns.

SESSION 6

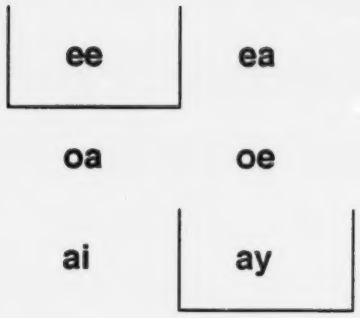
TIME	ACTIVITY
5 minutes	Make cards of any troublesome words.
10 minutes	Review spelling words or quickly review pattern. Assign homework.

Homework:

1. Use spelling strategy to review spelling words and study troublesome words from patterns.

2. Review and practice patterns. Put patterns on the wall.

SESSION 6



When two vowels go walking, the first one does the talking

ee = e	ea = e	oa = o
see	eat	oat
feel	east	coat
peel	teach	oak
week	year	loan
feet	clear	soap
sweep	team	goal
deep	read	load

Note: _____ = always

SESSION 6

oe = o	ai = a	ay = a
hoe	mail	jay
toe	aim	say
toenail	aid	lay
	paid	gray
	nail	pay
	pail	day
	chain	way
	paint	stay

SESSION 6

ACTIVITIES POTPOURRI

1. Sentences for dictation:

You can see the goat wash with soap and put on his coat.
Feel the peel with your feet once a week.
Clear your year so you can go east and teach.
Make a clear goal to read two books each week.
Don't let the hoe hit your toe.
Mail the pail that was paid for in nails.
Let the gray jay stay out of the way.

2. Puzzles: Create as many words as possible using the squares. Do not skip over any box.

f	w	p
p	**ee**	k
s	d	l

m	r	s
c	**ea**	t
h	l	n

g	k	t
d	**oa**	l
d	c	h

t	-	h
l	**oe**	d
i	a	n

t	n	m
ch	**ai**	r
l	p	d

g	r	w
j	**ay**	l
t	s	p

SESSION 7

OBJECTIVE: **Reinforce spelling. Add 5 new words. Introduce "ow," "ou," "oi," "oy" patterns**

Required materials: **Colored markers**
3" x 11" cards
pattern for handout

TIME	ACTIVITY
15 minutes	Review spelling words. Reinforce as appropriate.
10 minutes	Write sentences.
15 minutes	Select 5 new words. Practice with spelling strategy.
15 minutes	Write sentences. Make cards of new words.
10 minutes	BREAK
40 minutes	Review "ee", "ea", "oa", "oe", "ai", and "ay". Quickly review other prior patterns. Introduce "ow", "ou", "oi", & "oy".

SESSION 7

TIME	ACTIVITY
5 minutes	Make cards of any troublesome words.
10 minutes	Review spelling words or quickly review pattern. Assign homework.

SESSION 7

ow (as in clown)	ou (as in ouch)
power	out
vowel	south
powder	scout
shower	scour
trowel	spout
tower	found
down	ground
crown	mount

SESSION 7

oi

oy

"Kissing Cousins"

oi	oy
oil	joy
coil	alloy
joint	destroy
point	enjoy
hoist	employ
moist	boy
choice	decoy
moisture	oyster

SESSION 7

ACTIVITIES POTPOURRI

1. Sentence for dictation

Scour out the spout in the lost and found.
Mount the spout on the south side.
A power shower would clean the crown down in the tower.
Oil the coil to protect the hoist from moisture.
Employ a decoy to destroy the oyster.

2. Puzzle: Create as many words as possible using the squares. Do not skip over any box.

b	n	p
l	**ow**	e
d	c	r

d	f	t
n	**ou**	h
c	s	p

t	s	l
n	**oi**	c
p	h	j

l	a	j
l	**oy**	n
pl	m	e

SESSION 8

OBJECTIVE: **Reinforce spelling. Add 5 new words. Introduce "i" before "e" except after "c" and "cy", "ci", "ce"**

Required materials:
Colored markers
3' x 11" cards
Pattern for handout

TIME	ACTIVITY
15 minutes	Review spelling words. Reinforce those that are troublesome.
10 minutes	Write sentences.
15 minutes	Select 5 new words. Practice with spelling strategy.
15 minutes	Write sentences/make cards of new words.
10 minutes	BREAK
40 minutes	Review "ow", "ou", "oi", and "oy". Quickly review other prior patterns. Introduce "cy", "ci", "ce" patterns and "i" before "e" rule.

SESSION 8

TIME	ACTIVITY
5 minutes	Make cards of any troublesome words.
10 minutes	Review spelling words Assign homework

SESSION 8

cy

ci

ce

cy = sy	ci = si	ce = se
cyclops	cinch	cents
cyclones	pencil	century
cylinder	circle	cell
bicycle	circumference	certify
cyanide	circuit	certain
cynic	recipe	prince
cyclist	circular	brace

Otherwise, it sounds like "k"

cat	cake	cave
carry	cavern	combine
columbine	cut	cute
circuit	campus	crimp
scrub	scrape	creeper

SESSION 8

ie

ei

ie (as in chief)
"i" before "e' except after "c"

chief	field	belief
thief	wield	shield
tier	brief	relief
pier	pierce	achieve

ei (as in ceiling)
"i" before "e" except after "c"

ceiling	deceit	perceive
receive	receipt	deceive

SESSION 8

ACTIVITIES POTPOURRI

1. Sentences for dictation

The cyclops rode the bicycle in the cyclone.
It was a cinch to get the circumference of the circle.
For two cents the prince started the new century.
The cat scrambled the columbine before he ate it.
Scrape the cute cake in the cave on the campus.
The chief caught the thief in the field by the pier.
Paint the ceiling and receive your pay.

2. Puzzles: Create as many words as possible using the squares. Do not skip over any box.

p	o	l
s	**cy**	e
c	i	n

c	r	ch
l	**ci**	n
e	g	ar

l	l	n
a	**ce**	t
e	r	e

ch	t	h
l	**ie**	f
d	r	p

PART TWO

SESSION 9 - SECTION 1

THE DICTIONARY AS A POWERFUL ALLY

OBJECTIVE: Discover and use the Dictionary as a useful reference tool

Required materials:
Chalkboard
Flipchart & Stand
Flipchart Pad
Felt-tip Markers - 6 yellow

TIME	PRESENTATION	ACTIVITY
15 minutes	Review 1. Homework 2. Previous class materials from lesson 8 3. Clarify questions	
40 minutes	The Dictionary as a Powerful Ally A. Why is English so confusing?	Class Presentation A. Historical Language Chart

SESSION 9 - SECTION 1

TIME	PRESENTATION	ACTIVITY
	B. Introduction to Dictionary 1. Each dictionary has a different layout and presentation of materials 2. Overview of information available in WEBSTER'S NINTH NEW COLLEGIATE DICTIONARY • Guide words • Entry word • Functional label • Inflected label • Etymology • Definition • Illustrative phrase • Idiom • Synonym/Antonym 3. Activities with Dictionary	B. Enlarged Dictionary entry of word "rough" Use the Dictionary - An exercise in triads with the Word List
10 minutes	BREAK	

SESSION 9 - SECTION 1

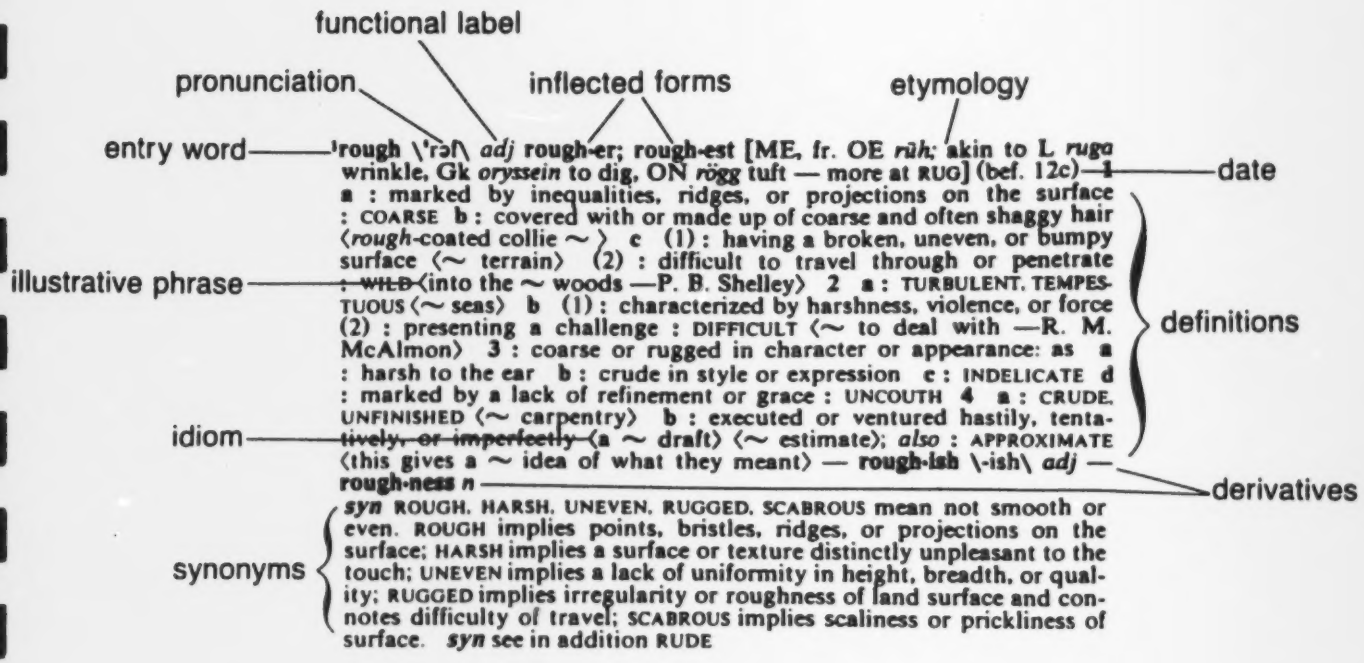
THE DICTIONARY AS A POWERFUL ALLY

A. WHY IS ENGLISH SO CONFUSING?

HISTORICAL LANGUAGE DEVELOPMENT CHART		
Old English	Indo-European Approximately mid-400 A.D. to 1150 A.D.	Mostly Monosyllabic Words
Middle English	Invasion Period Approximately 1150 A.D. to 1500 A.D.	Multisyllabic words. Great Normans influence, less from Roman Catholic Church
Modern English	Renaissance Approximately 1500 A.D. to present	Renaissance - Great influence, Latin and Greek roots, prefixes, and more suffixes

SESSION 9 - SECTION 1

ENLARGED DICTIONARY ENTRY OF WORD ROUGH



1rough \'rəf\ *adj* **rough-er; rough-est** [ME, fr. OE *rūh*; akin to L *ruga* wrinkle, Gk *oryssein* to dig, ON *rögg* tuft — more at RUG] (bef. 12c) **1 a** : marked by inequalities, ridges, or projections on the surface : COARSE **b** : covered with or made up of coarse and often shaggy hair ⟨*rough*-coated collie ~ ⟩ **c** (1) : having a broken, uneven, or bumpy surface ⟨~ terrain⟩ (2) : difficult to travel through or penetrate : WILD ⟨into the ~ woods —P. B. Shelley⟩ **2 a** : TURBULENT, TEMPESTUOUS ⟨~ seas⟩ **b** (1) : characterized by harshness, violence, or force (2) : presenting a challenge : DIFFICULT ⟨~ to deal with —R. M. McAlmon⟩ **3** : coarse or rugged in character or appearance: as **a** : harsh to the ear **b** : crude in style or expression **c** : INDELICATE **d** : marked by a lack of refinement or grace : UNCOUTH **4 a** : CRUDE, UNFINISHED ⟨~ carpentry⟩ **b** : executed or ventured hastily, tentatively, or imperfectly ⟨a ~ draft⟩ ⟨~ estimate⟩; *also* : APPROXIMATE ⟨this gives a ~ idea of what they meant⟩ — **rough-ish** \-ish\ *adj* — **rough-ness** *n*

syn ROUGH, HARSH, UNEVEN, RUGGED, SCABROUS mean not smooth or even. ROUGH implies points, bristles, ridges, or projections on the surface; HARSH implies a surface or texture distinctly unpleasant to the touch; UNEVEN implies a lack of uniformity in height, breadth, or quality; RUGGED implies irregularity or roughness of land surface and connotes difficulty of travel; SCABROUS implies scaliness or prickliness of surface. ***syn*** see in addition RUDE

This is an example of how a dictionary can supply us with various pieces of information about a particular word.

SESSION 9 - SECTION 1

THE DICTIONARY AS A POWERFUL ALLY

Activity

Procedure:

Participants divide into triads, each with its own dictionary. Each triad selects a reporter who will report the triad's process, activities and examples to the class. Questions and unanswered or confused issues will be responded to at that time. The exercise is designed to have class members work collaboratively on the following tasks:

1. Each participant will select three (3) words from the Word List and look them up in the dictionary and identify the following:

   a. **Guide Words** listed at the top of the pages between which each of the words was found.

   b. The part of speech for each word, and listing any inflected forms, plurals, etc., furnished by the dictionary.

   c. At least one word meaning and any idioms listed for each of the words.

   d. One or two synonyms for each word that you would like to work with further.

   e. Note any other information that you find interesting about any or all of the words you have selected.

Upon completion of this task, designated reporters will share the triad's findings with the class for discussion and questions.

SESSION 9 - SECTION 1

WORD LIST			
ceiling	repairs	texture	efficient
replace	slight	spackle	electrician
male	might	seam	conceal
plumber	sight	assess	vacate
billboards	light	tape	parallel
saw	leisure	smooth	permanent
tighten	perceive	below	analyze
sander	irregular	above	assume
loosen	toxic	correct	knapsacks
measure	discharge	putty knife	hydrant
heating	believe	spackling knife	environment
repair	hydrogen	cleaner	tomorrow
maximum	concise	roof	waive
tolerance	spread	material	celluloid
air	access	thorough	aerosol
conditioning	syringe	receive	research
cooling	accommodate	receipt	through
temperature	tests	slip	straight
eliminate	regulated	duplicate	worsen
compensate	loads	delay	business
disaster	location	evidence	building
emergency	lubricate	storage	located
preventive	manipulate	pour	quote
rotary motor	mounting	fertilize	training
diesel	sharpen	compare	ascertain
electric	salvage	address	demonstrates
pipe	supervision	anticipates	authorize
wrench	innovation	devises	improvement
screwdriver	itemize	calibrates	something
power	installed	diagnosis	empty
socket	reason	dispensed	quickly
paint	brush	scanner	faithful
stamps	roller	license	thermometer
tests	thinner	specification	director
overhauls	remover	review	department
regulates			

SESSION 9 - SECTION 1

THE DICTIONARY AS A POWERFUL ALLY

Activity 2

Procedure:

1. Participants remain in their original triads.

2. Each member of the triad will write two sentences for each of their chosen words.

3. Upon completion of this task, members will exchange their papers, so that each member will have read two other groups of sentences other than their own.

4. Each member will read the sentences, and note any suggestions or changes that they would recommend on a separate piece of paper. **Note**: Nothing should be written or marked on the original copy.

5. Upon completion of this segment of the exercise, members of the triad will have fifteen minutes to discuss their comments within the triad.

6. The designated reporter will report the process, findings, comments and questions to the entire class for further discussion.

SESSION 9 - SECTION 2

WITHOUT NAMES, DOES ANYTHING EXIST?

OBJECTIVE:

1. **Differentiate between a proper, common and collective noun.**
2. **Understand and learn how noun plurals are formed.**
3. **Identify and diagram a Noun Phrase.**

Required materials:

Chalkboard
Chalkboard
Flipchart & Stand
Flipchart Pad
Felt-tip Markers - 6 each: yellow, blue, pink, green

TIME	PRESENTATION	ACTIVITY
40 minutes	Class Presentation A. Review of Nouns 1. Common 2. Proper 3. Collective 4. Activity	Noun Chart

SESSION 9 - SECTION 2

TIME	PRESENTATION	ACTIVITY
	B. Forming Plurals 1. Activity a. Regular b. Irregular	Noun Plural Chart
	C. Simple Sentence Diagram Traditional 1. Activity	Use Previously Written Sentences
	D. Noun Phrase Tree Diagram 1. Activity	Use Previously Written Sentences
	E. Discussion of Presentation	
15 minutes	Homework • Use the newspaper or magazine, bring in three sentences. • Complete unfinished activities.	

SESSION 9 - SECTION 2

Noun Chart

Nouns name persons, places, things, activities, categories, ideas, feelings, and qualities								
Forms	Concrete				Abstract			Collective
	Person	Places	Things	Activities	Ideas	Feelings	Qualities	
COMMON & PROPER*	personalities occupations interests ideologies	towns cities states countries historical places and events companies organizations schools subjects	pencil book airplane car flower food	baseball football golf tennis skiing hunting soccer hockey	management liberty judgment beauty truth investment theories politics time space trouble	frustration love hate jealousy apathy shame guilt	sensitivity grace patience fortitude courage stability purity generosity freshness	crowd party committee faculty flock herd swarm gaggle furniture suite bundle handful club gang mob horde harem plethora galaxy bunch collection orchestra audience troupe family jury

*PROPER NOUNS require capitalization

1. Names of people
2. Special letters
3. First word of sentence
4. Geographic names
5. Streets, parts of town, cities, regions of city or country
6. Important buildings or structures
7. Historic events and periods
9. Names of companies and organizations
10. Names of political parties
11. Specific particular name
12. School courses
13. Languages, religions
14. Names of deities - God, Allah

SESSION 9 - SECTION 2

WITHOUT NAMES, DOES ANYTHING EXIST?

Activity 1

Procedure:

1. Participants will form new triads.
2. Working from the Noun Chart, each member of the triad will select three categories. For example, number each column 1 through 8. The ninth category would be the Proper Noun column which lists some of the possibilities requiring capitalization.
3. Members of the triad will count off, identifying themselves as 1, 2 or 3. Members bearing the #1 will select nouns from columns 1, 4, and 7.
4. Members bearing the #2 will select nouns from columns 2, 5, and 8.
5. Members bearing the #3 will select nouns from columns 3, 6, and 9.
6. Participants must select two nouns from each of their designated categories, and write two sentences for each noun.
7. Members #1 and #2 should make proper nouns of any of the common nouns selected so that they, too, gain experience with this category.
8. Upon completion, a designated member will share process, comments and questions with the entire class.

NOTE: This exercise is still a collaborative one, so members of the triad may confer with one another, if necessary.

SESSION 9 - SECTION 2

WITHOUT NAMES, DOES ANYTHING EXIST?

Activity 2

Procedure:

1. Existing triad remains intact.
2. Yellow markers are passed out to each participant.
3. Block out all the identifiable nouns in the sentences written in Activity 1 with the yellow marker.
4. Rewrite each of the sentences, forming plurals for each noun previously used in the singular. If some nouns were originally used in the plural, change them to the singular.
5. Member of the #2 group assigned collective nouns, will substitute their collective nouns with any two nouns from any of the remaining categories. In their group of originally written four sentences, replacing the collective nouns previously used.
6. They are to write two sentences in the plural form for the 2 chosen substitute nouns.
7. Upon completion, go over sentences, and block in pink, each noun for easy identification.
8. Questions arising from this exercise will be open to the entire class and discussed further.

SESSION 9 - SECTION 2

FORMING NOUN PLURALS

A. REGULAR NOUNS

Nouns	Changes	Examples
Most nouns	Add *s*	pot***s***, plate***s***, auto***s***, desk***s***, toy***s***
Nouns ending in sh, ch, s, z, or x	Add *es*	dish***es***, watch***es***, glass***es***, buzz***es***, box***es***
Nouns ending in y preceded by vowels a, e, i, o, u	Add *s*	valley - valley***s*** day - day***s*** chimney - chimney***s*** key - key***s*** turkey - turkey***s*** bay - bay***s***
Nouns ending in y preceded by a consonant	Change *y* to *i* and add *es*	penny - penn***ies*** lady - lad***ies*** fly - fl***ies***
Many nouns ending with f or fe	Change f or fe to v and add *es*	life - li***ves*** shelf - shel***ves*** half - hal***ves*** wife - wi***ves*** knife - kni***ves*** thief - thie***ves***
Nouns ending in o preceded by a consonant	Add *es*	tomato***es***, potato***es***, hero***es***, echo***es*** torpedo***es***,
Nouns ending in o preceded by another vowel	Add *s*	stere***os***, rodeo*s*, radi***os*** **NOTE**: Most musically associated nouns. sopranos, solos, trios, pianos, banjos, altos, cellos

SESSION 9 - SECTION 2

FORMING NOUN PLURALS

B. IRREGULAR NOUN PLURALS

child	children
ox	oxen
tooth	teeth
foot	feet
goose	geese
mouse	mice
man	men
woman	women

(**Exception**: house not hice, but houses

Note: any compound word with man/men forms its plural in the same manner
Ex: sales*man* ... sales*men*
sales*woman*...sales*women*

Noun	Changes	Examples
Nouns **ending** in *is*	Change *is* to *es*	hypothes***is*** - hypothes***es*** thes***is*** - thes***es*** analys***is*** - analys***es*** cris***is*** - cris***es*** bas***is*** - bas***es***
Hyphenated nouns	Form the **plural** at the **end** of the **main noun**	mother***s***-in-law sister***s***-in-law teaspoon***s***ful tablespoon***s***ful **EXCEPTION**: spoonful***s***

SESSION 9 - SECTION 2

FORMING NOUN PLURALS

Noun	Changes	Examples
Some nouns are the same in the SINGULAR and PLURAL	None	deer, sheep, trout **EXCEPTION**: fish (fishes has become acceptable through popular usage)
Many abstract nouns also fall into this category	None	evidence, justice

1. Nouns that are plural in form and singular in meaning:

athletics	mathematics	politics
civics	economics	news
measles	mumps	rickets
physics	United States	

Example: Athletics has its own rewards.

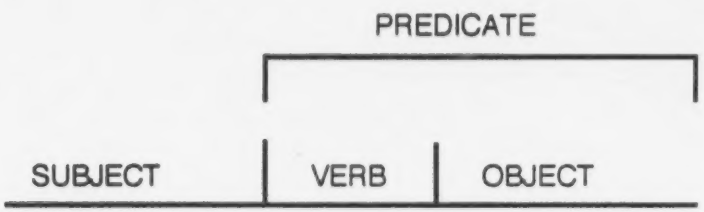
2. These nouns are ONLY used in the plural, but are treated as if, they are singular:

eyeglasses pants scissors trousers

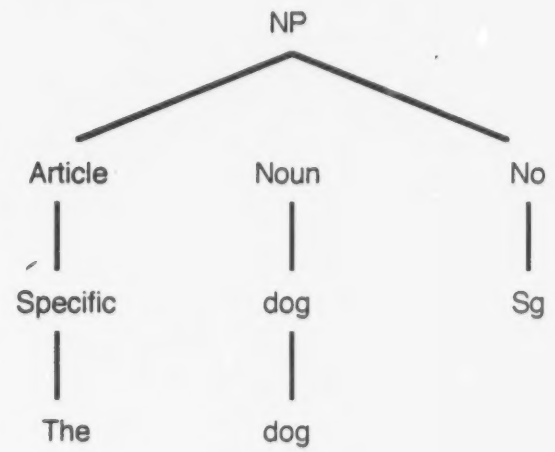
SESSION 9 - SECTION 2

WITHOUT NAMES, DOES ANYTHING EXIST?

A. INTRODUCING SIMPLE DIAGRAMMING



B. INTRODUCING NOUN PHRASE TREE DIAGRAM



SESSION 9 - SECTION 2

WITHOUT NAMES, DOES ANYTHING EXIST?

Activity 3

Procedure:

1. After the fundamental diagram of a sentence has been presented, have participants break into dyads. If possible, choose someone that you have not worked with in a prior exercise. This may not be possible at this point. However, work with someone who is not a co-worker or a buddy.

2. Pass out blue and green markers.

3. Have participants gather together the originally written six sentences from the dictionary (Session 9 - Section 2) and the 12 sentences written from the Noun Chart/Plurals exercise (Session 9 - Section 2, Activity 2). They should have a total of 18 sentences each.

4. Starting with the six sentences from the dictionary exercise, **block out the subject** of each sentence with green markers.

5. When complete, move to the 12 sentences from the Noun Chart/Plural exercise and mark over any subject that was previously blocked out in yellow with blue markers. (You should have a greenish color mark over the subjects.)

6. Confer with one another to insure that THE SUBJECT has been blocked out. While participants are engaged in this activity, the instructor should move among the different dyads and clarify any existing difficulties or questions.

SESSION 9 - SECTION 2

WITHOUT NAMES, DOES ANYTHING EXIST?

Activity 4

Procedure:

After the Noun Phrase Tree Diagram has been presented, have existing dyads diagram the Noun Phrase of their sentences, using the Noun Phrase Tree Diagram. (The instructor will again circulate among the dyads clarifying questions or problems.) Exercise is followed by a class discussion.

SESSION 10 - SECTION 1

VERBS, THE MOVING DYNAMO OF A SENTENCE

OBJECTIVE:

1. Identify verbs and their functions
2. Differentiate between the principal and auxiliary (helping) verb
3. Understand present, simple past and future tenses
4. Diagram and understand a basic Verb Phrase

Required materials:

Chalkboard
Flipchart & Stand
Flipchart Pad
Felt-tip Markers - 6 each - pink, yellow, and green

TIME	PRESENTATION	ACTIVITY
15 minutes	Review 1. Homework 2. Remaining questions	

SESSION 10 - SECTION 1

TIME	PRESENTATION	ACTIVITY
40 minutes	I. Verbs, the Moving Dynamo of a Sentence. A. Review verbs 1. What are they and how do they provide momentum to a sentence? a. What are tenses? The way to tell time. 2. What's the difference between a principal verb and a "helping" verb (auxiliary) 3. Differentiating between "action verbs" and "describing" verbs 4. Introducing the Verb Phrase Tree Diagram	Class Presentation Verb Tense Charts Auxiliary Verb Chart
10 minutes	BREAK	

SESSION 10 - SECTION 1

VERBS, THE MOVING DYNAMO OF A SENTENCE

VERB CHART

A. REGULAR VERBS

Three Main Parts of a Verb

Present	Past	Past Participle
move	moved	moved
work	worked	worked

Showing which person and how many are doing something is called conjugating the verb, and arranges the verb in its inflected form. Remember the dictionary exercise.

Present Tense	Singular	Plural
1st Person	I buy	we buy
2nd Person	you buy	you buy
3rd Person	he, she, it buys	they buy

Note Only the 3rd person plural adds an "s" to the principal verb

Other examples of tenses will only use the 3rd person singular. This is known as a condensed conjugation of a verb.

Present:	He calls
Past:	He called
Future:	He will call
Present Perfect:	She has called
Past Perfect:	She had called
Future Perfect:	She will have called

SESSION 10 - SECTION 1

B. IRREGULAR VERBS

These irregular verbs do not follow the organizational plan of the three main parts of regular verbs which simply add an *ed* to form the single Past and Past Participle. Irregular verbs are listed on a separate chart for your convenience.

SESSION 10 - SECTION 1

PRESENT TENSE	PAST TENSE	PERFECT TENSES
(be) am, is, are	was, were	been
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
drink	drank	drunk
draw	drew	drawn
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
flee	fled	fled
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given

SESSION 10 - SECTION 1

PRESENT TENSE	PAST TENSE	PERFECT TENSES
go	went	gone
grow	grew	grown
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken

SESSION 10 - SECTION 1

PRESENT TENSE	PAST TENSE	PERFECT TENSES
shoot	shot	shot
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

VERBS, THE MOVING DYNAMO OF A SENTENCE

C. AUXILIARY VERBS

There are eight auxiliary verbs, or verbs that attach themselves to the principal verb. They modify the meaning of the verb they choose to run with. These auxiliary verbs are:

be	can
do	have
may	must
will	shall

Some have full conjugation of their own. All join with the main verb to form a Verb Phrase.

Condensed Conjugation of Auxiliary Verbs	
PRESENT TENSE	he **may, can**, or **must** *work, eat, agree*
PRESENT PERFECT TENSE	he **may, can**, or **must** *have worked, etc.*
PAST TENSE	he **might, could, would**, or **should** *work*, etc.
PAST PERFECT TENSE	he **might, could, would**, or **should** *have worked*, etc.

SESSION 10 - SECTION 1

VERBS, THE MOVING DYNAMO OF A SENTENCE

Activity 1

Procedure:

Participants form in triads; each triad has a dictionary. Select a reporter. This exercise will work on identifying verb tenses of five verbs that they have selected from the Word List used in Session 1.

1. Each participant will select five verbs from the Word List.

2. Each is to write out the three main parts for each verb: Present, Simple Past, and Past Participle.

3. Write a sentence using each of the main parts for each of the five verbs. (They will have 15 sentences when they have completed the task.)

4. Block out the verbs with the yellow marker.

5. If participants are uncertain which form of the verb makes up its main part from the provided Verb Charts, they may consult the dictionary for its inflected form. Or, they may just use the dictionary to check their results before they write their sentences.

6. Upon completion, designated reporter will share the triad's process, comments and questions with the entire class.

NOTE: It is very important that the participants have a clear understanding of using these main parts of the verbs before proceeding.

SESSION 10 - SECTION 1

VERBS, THE MOVING DYNAMO OF A SENTENCE

Activity 2

Procedure:

Participants remain in their triads, as in Activity 1.

1. After a demonstration on adding auxiliaries and answering questions, participants will review each or their sentences carefully in order to determine, whether or not they can change their sentences by adding & using one of the eight auxiliary verbs in their existing sentences. (Remember, the verbs in their sentences are already highlighted in yellow.)

2. Upon completion of this task, participants need to go back and highlight their chosen auxiliary verbs with a green marker.

The instructor can circulate among the triads offering assistance as required.

Designated reporters share the triad's experience with the verbs and auxiliary verbs. Discussion and questions will be used to clarify the activities.

SESSION 10 - SECTION 1

VERBS, THE MOVING DYNAMO OF A SENTENCE

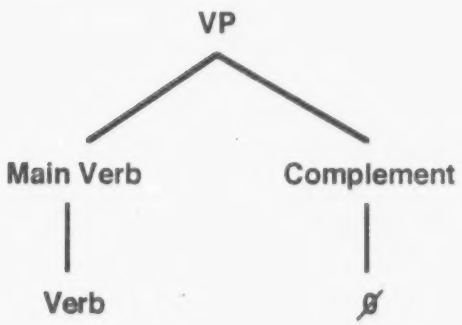
Activity 3

Procedure:

1. After the presentation on the Verb Phrase Tree Diagram, participants remain in their original triads and practice diagramming their verb phrases from the 15 originally written sentences. (These do not contain any auxiliary verbs and were highlighted with yellow in Activity 1.)

NOTE: The instructor can circulate among the triads and assist members in choosing appropriate verb phrases from their collection of sentences. The instructor can also check on the diagramming, in progress, in order to avoid someone getting a poor start and practicing the wrong approach.

2. Upon completion, use the same process for reports, comments and questions, as in prior exercises. Discussion, answering and questions should follow.



SESSION 10 - SECTION 2

ADDING INTEREST, COLOR AND SPICE WITH MODIFIERS OR SIMPLY SUPPLYING A CLEARER PICTURE

OBJECTIVE:

1. Understand how adjectives dress up nouns and pronouns.
2. Use adjectives appropriately in sentences.
3. Understand how adverbs define the action of verbs, modify adjectives and other adverbs.
4. Differentiate between adjectives and adverbs.

Required materials:

Chalkboard
Flipchart Pad & Stand
Felt-tip markers - 6 each:
yellow, blue, pink, green

SESSION 10 - SECTION 2

TIME	PRESENTATION	ACTIVITY
40 minutes	Adding Interest, Color and Spice with Modifiers, or Simply Supplying a Clearer Picture	Class presentation
	A. Review adjectives	Information on adjectives
	1. How they give color and form to nouns and pronouns	
	2. Activity	Add adjectives to previously written sentences.
	B. Adverbs 1. How adverbs give definition to verbs.	Information on adverbs. Add adverbs to previously written sentences.
15 minutes	Questions. Homework. Unfinished activities with verbs, adjectives & adverbs.	

SESSION 10 - SECTION 2

ADDING INTEREST, COLOR AND SPICE WITH MODIFIERS OR SIMPLY SUPPLYING A CLEARER PICTURE

Most modifiers come in two forms:

An ADJECTIVE modifies nouns and pronouns

An ADVERB modifies verbs, adjectives, and other adverbs

These two different forms of modifiers ask different sets of questions.

1. ADJECTIVES

Adjectives modify nouns and pronouns in sentences. Without adjectives, nouns and pronouns can appear drab, like an actor playing a part without a costume, making you work harder to picture the role. The role appears without color, size, dimension and quality. So, too, the noun appears without its modifying adjective(s). It remains neutral, without identifiable characteristics. We find it difficult to tell what belongs to it, or who it belongs to. Adjectives, then, clothe or costume nouns and pronouns, and by clothing them, may change them, make them more distinct or intensify their descriptions, painting a more vivid picture of what is named by the noun or pronoun.

ADJECTIVES answer one of several questions asked about a noun or pronoun, either individually or grouping two or three questions together at one time.

- What kind? Answers questions about qualities or conditions, whether the noun is proper or not; it supplies descriptions of every shade and hue.

SESSION 10 - SECTION 2

ADDING INTEREST, COLOR AND SPICE WITH MODIFIERS OR SIMPLY SUPPLYING A CLEARER PICTURE

- How many? — Answers questions about limits and boundaries by providing a number, its degree of definiteness or indefiniteness, whether or not it belongs to someone or something, or refers to someone or something within the limits prescribed.
- Which? — Answers a question posed about any of the above and ties it back to some other part of the sentence.

ADJECTIVES *usually* stick very close to the noun or pronoun they are modifying, much like the costumes worn by the actors cling to their bodies.

2. Adjectives and adverbs can both be used for comparing two or more nouns. When doing that, they take on a very specific form, but a rather easy form to remember.

TO SHOW THAT TWO NOUNS ARE EQUAL:

John is <u>as clever as</u> Tom.
Lawrence swims <u>as easily as</u> Carl.

TO SHOW THAT TWO NOUNS ARE UNEQUAL:

Today is <u>warmer than</u> yesterday.
You walk <u>more quickly than</u> Frances.

TO SHOW THAT THREE OR MORE NOUNS ARE UNEQUAL:

Jenny is the <u>cleverest</u> person I know.
Ringo is the <u>least playful</u> dog I've ever seen.

Look carefully at the adjective and adverbs in the sample sentences. Do you see any pattern, or does none seem to emerge? Of course, there really aren't enough sample sentences to come to any firm conclusion to help you with this, notice the following carefully.

SESSION 10 - SECTION 2

ADDING INTEREST, COLOR AND SPICE WITH MODIFIERS OR SIMPLY SUPPLYING A CLEARER PICTURE

3. **ADJECTIVES** of only **ONE SYLLABLE** usually form the comparative degree by adding the suffixes: **-ER** and **-EST**.
NOTE: Remember the inflected forms we found listed in the dictionary? If you forget or lose this list, remember you can always check the dictionary, provided you remember, you are checking on the comparative degree of an ADJECTIVE or ADVERB.

cheap	cheaper	cheapest
clear	clearer	clearest
warm	warmer	warmest

but

funny	funnier	funniest
happy	happier	happiest

NOTE: Check your suffix list, and check why *funny* and *happy* add an "i" before adding the suffix ending, -ed or -est.

4. **ADJECTIVES** of two or more syllables use a different form, and that is just to keep you on your toes, naturally.

famous	more famous	most famous
faithful	more faithful	most faithful
loyal	more loyal	most loyal
beautiful	more beautiful	most beautiful
decrepit	more decrepit	most decrepit

SESSION 10 - SECTION 2

ADDING INTEREST, COLOR AND SPICE WITH MODIFIERS OR SIMPLY SUPPLYING A CLEARER PICTURE

5. **IRREGULAR COMPARISONS OF MODIFIERS** (can be adjectives or adverbs, depending on their usage:)

bad	worse	worst
badly	worse	worst
good	better	best
well	better	best
many	more	most
much	more	most
little (amount)	less	least
little (size)	smaller	smallest
far	farther or further	farthest or furthest

THEN, there are some **ADJECTIVES that CAN NOT** be compared. They are one of a kind, and when that state is reached--no comparisons are possible:

perfect	unique	everlasting
untouchable	circular	

Activity 1

Procedure:

Have participants form new triads.

1. We will go back to the first six sentences written for Session 9 - Section 1 when we rewrote sentences from the Word List. (The nouns are already highlighted.)

2. Rewrite these sentences adding adjectives to those bare boned names of persons, places, things, ideas, etc. Give them a new lease on life and decorate them with style and character with great baroquian vigor. Dare to be outrageous.

ADDING INTEREST, COLOR AND SPICE WITH MODIFIERS OR SIMPLY SUPPLYING A CLEARER PICTURE

Activity 1 (cont.)

3. Highlight the adjectives with a blue marker, for easy identification.

4. Designated reporters, will share comments and questions with the entire class.

5. Discussion and clarification of existing problems.

Activity 2

Procedure:

Return to triads worked in earlier, and pick up a dictionary for each triad.

1. Pull out the Word List and have each member of the triad select five adjectives from the list. compare them. You can confer with each other. After you have completed the task. Open the dictionary and check your inflected forms in the dictionary.

2. When you have a corrected list, write a different sentence for each of the inflected form, for each of the five adjective. You are right. That is fifteen sentences in all.

SESSION 10 - SECTION 2

ADDING INTEREST, COLOR AND SPICE WITH MODIFIERS OR SIMPLY SUPPLYING A CLEARER PICTURE

ADVERBS

ADVERBS tell us something about the manner in which people act, or how something was done.

ADVERBS modify
- VERBS
- ADJECTIVES
- other ADVERBS
- sometimes, WHOLE sentences

ADVERBS answers one of four questions.

HOW? which relates to the means employed
WHERE? which relates to place--here, there, downstairs
WHEN? which relates to time--now, then, finally, lately
TO WHAT EXTENT? which relates to degree-more, less, equally
and sometimes WHY? when related to a cause or a purpose.

ADVERBS like to be placed close to the VERB, ADJECTIVE or ADVERB they are modifying, so there can be no doubt or hesitation in understanding which word the adverb is changing, enhancing or describing.

Oh, Yes, please note--the words "Yes" and "No" are classified as adverbs, especially when they are used as answers to direct or indirect questions.

SESSION 10 - SECTION 2

ADDING INTEREST, COLOR AND SPICE WITH MODIFIERS OR SIMPLY SUPPLYING A CLEARER PICTURE

Activity

Procedure:

Participants have remained in triads.

1. They will return to the 15 sentences written during Verb Activities.
2. Rewrite five of these sentences, modifying the main verb in each sentence. (Verbs should already be highlighted in yellow.)
3. Highlight adverbs in pink and verbs in green.
4. Be prepared to defend your position and tell why you modified the verb.
5. Discussion and clarification of any remaining problems or misunderstandings.

SESSION 11 - SECTION 1

WORDS AS SHAPECHANGERS, OR ACTING LIKE CHAMELEONS AND SOMETIMES, JUST ORDINARY STAND-INS OR GO BETWEENS

OBJECTIVE:

1. Understand the role of suffixes in words changing their functions.
2. Understand how some adjectives become adverbs by adding a suffix.
3. Understand how adjectives and adverbs function in a Verb Phrase.

Required materials:

Chalkboard
Flipchart & Stand
Flipchart Pad
Felt-tip Markers - 6 pink, 6 green

TIME	PRESENTATION	ACTIVITY
25 minutes	Review a. Homework b. Previous class materials from lesson 10 c. Clarify questions	

SESSION 11 - SECTION 1

TIME	PRESENTATION	ACTIVITY
20 minutes	I. Words as Shapechangers, or Acting as Chameleons A. Suffix Chart 1. Adverbs changed to adjectives 2. Some other likely adverbial endings 3. Activity	 Suffix Chart Written activity
10 minutes	BREAK	

SESSION 11 - SECTION 1

USING SUFFIXES

A. ADDING CONSONANT SUFFIXES

Main Word	Changes	Plus	New Word Form Examples
1. (a) Most single syllable words	None	Add appropriate suffix	
		-en	enliven
		-est	cheapest
		-ed	played
		-er	lighter
		-ful	helpful
		-ish	thirtyish
		-less	careless
		-ly	gladly
		-ness	fairness
		- th	tenth
(b) Words of one or more syllables with the stress on the 1st syllable	None		dis' graceful ex' citement

USING SUFFIXES

A. ADDING CONSONANT SUFFIXES			
Main Word	Changes	Plus	New Word Form Examples
2. Most words with a silent "e"	No change. Keep the "e"	Add appropriate suffix	nice**ly** spite**ful** grace**ful** EXCEPTIONS: True - Tru**ly** argue - argu**ment** whole - whol**ly** awe - aw**ful** judge - judg**ment**
3. Words ending in "y" preceded by a CONSONANT	Change "y" to "i"	Add suffix	merry - merri**ment** beauty - beauti**ful** pity - piti**ful** EXCEPTIONS: shy - shy**ly** gay - gay**ly** sky - sky**ward**

SESSION 11 - SECTION 6

USING SUFFIXES

B. ADDING VOWEL SUFFIXES

Main Word	Changes	Plus	New Word Form Examples
1. Words ending with two (2) consonants	None	Add suffix	toast - toast**er**, toast**ed** count - count**able** mount - mount**ed** coast - coast**er**
2. Words ending in "y" preceded by a vowel (vowel + y)	None	Add suffix	survey - survey**ing** delay - delay**ing** delay - delay**ed** enjoy - enjoy**ed** enjoy - enjoy**able** play - play**er** joy - joy**ous**
3. Words ending in a "y" preceded by a consonant (consonant + y) and suffix begins with an "i"	None	Add -ing	cry - cry**ing** worry - worry**ing** pity - pity**ing** thirty - thirty**ish** party - party**ish** baby - baby**ish**
4. Words ending in "y" preceded by a consonant	Change "y" to "i"	Add suffix	hurr**ied** pen**nies** pit**ied** lad**ies** pit**able** fl**ies** satisf**ied** compl**ies** mysteri**ous** def**ies** apolog**ies**

USING SUFFIXES

B. ADDING VOWEL SUFFIXES

Main Word	Changes	Plus	New Word Form Examples
5. (a) One syllable words with a short vowel sound ending in a consonant OR (b) Words with more than one syllable ending in a single consonant <u>and</u> the stress is on the last syllable	Double final consonant Double final consonant	Add suffix Add suffix	Fit - Fit**ting** stop - stop**ped** slim - slim**mer** dim - dim**mer** or admit' - admit**ted** refer' - refer**red** prefer' - prefer**red** repel' - repel**led** prefer' - preferring
6. (a) One syllable words with long VOWEL sounds OR (b) words with <u>more than</u> one syllable with the stress on the 1st syllable	None	Add suffix	**wait ing** cheap **er** roast **ed** boast **ed** smooth **er** count **ed** creamy de'pend **ed** de'pend **able** af'ter **er** pre'fer **ence** gen'eral **ity** gen'eral **ization**

USING SUFFIXES

B. ADDING VOWEL SUFFIXES

Main Word	Changes	Plus	New Word Form Examples
7. Words ending with a silent "e" EXCEPTION: European Mileage Canoeing Dyeing	Drop "e"	Add suffix beginning with any vowel suffix	desirable joy**ous** bak-er fam**ous** griev**ous** com**ing** lov**ing** imagin**ation** chang**ing** NOTE: Only use the above rule with CE or GE words taking suffixes beginning with the vowels e - i - y* discourage - discourag**ing** challenge - challeng**ing** race - racy chang-ed challeng-er
* "ce or ge" words taking suffixes beginning with the vowels "a" or "o"	Keep "e"	Add suffix beginning with "a" or "o"	notice**able** courage**ous** outrage**ous** trace**able** change**able**

SESSION 11 - SECTION 1

WORDS AS SHAPECHANGERS, OR ACTING LIKE CHAMELEONS AND SOMETIMES, JUST ORDINARY STAND-INS OR GO BETWEENS

Activity 1

Procedure:

1. Participants will work individually on prepared exercises furnished to use suffixes. This exercise is made up of two parts. The first part will require that suffix endings are added to provided words, and the second part will be filling in the blank on sentences requiring an adjective or adverb and/or supplying the appropriate suffix endings.

Class participation and discussion will follow the exercise.

SESSION 11 - SECTION 2

WORDS AS SHAPECHANGERS, OR ACTING LIKE CHAMELEONS AND SOMETIMES, JUST ORDINARY STAND-INS OR GO BETWEENS

OBJECTIVE:

1. Differentiate between the direct, indirect, and possessive pronoun.
2. Understand the relationship between a noun and a preposition.
3. Differentiate between a noun & Verb Phrase.

Required materials:

- Chalkboard
- Flipchart & Stand
- Flipchart Pad
- Felt-tip Markers - 6 pink, 6 green

TIME	PRESENTATION	ACTIVITY
55 minutes	II. And, Sometimes JUST Ordinary Stand-ins or Go-Betweens	Pronoun Chart
	A. Pronouns Direct Indirect Possessive	Oral Activity
	Activity	Activity 1
	B. Prepositions	Handout

SESSION 11 - SECTION 2

TIME	PRESENTATION	ACTIVITY
	III. Adding Adjectives and adverbs to Verb Phrase Tree Diagram IV. Putting the Noun Phrase and Verb Phrase Tree Diagram together.	 Activity 2
10 minutes	Homework assignments. Unfinished class activities.	

SESSION 11 - SECTION 2

WORDS AS SHAPECHANGERS, OR ACTING LIKE CHAMELEONS AND SOMETIMES, JUST ORDINARY STAND-INS OR GO BETWEENS

PRONOUN CHART

SINGULAR PRONOUNS

Subject Pronouns	Possessive Pronouns	Object Pronouns
I	my, mine	me
you	your, yours	you
he	his	him
she	her, hers	her
it	its	it

PLURAL PRONOUNS

Subject Pronouns	Possessive Pronouns	Object Pronouns
we	our, ours	us
you	your, yours	you
they	their, theirs	them

SESSION 11 - SECTION 2

WORDS AS SHAPECHANGERS, OR ACTING LIKE CHAMELEONS AND SOMETIMES, JUST ORDINARY STAND-INS OR GO BETWEENS

Activity 1

Procedure:

Participants will orally replace the personal pronouns for nouns from a collection of previously written sentences and new material.

Activity 2

Procedure:

1. Participants will brake into dyads. Appropriately constructed sentences collected from prior activities will be used to incorporate adjectives and adverbs into the Verb Phrase Tree Diagram. If there are not at least five good sentences, they may be supplied by the instructor.

2. The dyads will work at diagramming the Verb Phrases after a presentation.

3. Upon completion of the diagramming of the Verb Phrases, the Noun Phrase section of the sentences are to be diagrammed & added to form a diagram of a complete sentence.

Participants who whizzed through this activity will be given, individually assigned activities in areas of their specific weaknesses. For example, working with adverbs, adjectives, or comparative degrees or both.

SESSION 11 - SECTION 2

WORDS AS SHAPECHANGERS, OR ACTING LIKE CHAMELEONS AND SOMETIMES, JUST ORDINARY STAND-INS OR GO BETWEENS

1. These words are ***always*** **singular** and take **singular pronouns**:

another	other	one	every
anybody	anyone	anything	kind
somebody	someone	something	man
everybody	everyone	everything	many a one
nobody	no one	nothing	person
each	much		
either	neither		

2. These words are ***always*** **plural** and take **plural pronouns**:

both	few	many	several

Several of the workers lost their jobs.

SESSION 11 - SECTION 2

WORDS AS SHAPECHANGERS, OR ACTING LIKE CHAMELEONS AND SOMETIMES, JUST ORDINARY STAND-INS OR GO BETWEENS

3. These words may be **either** singular or plural.

all	any	most	none
some	part	half	

When one of these words refers to a singular word, it is singular and takes a singular pronoun.

None of the food has lost its flavor.
(Food is singular; therefore, none is singular.)

but

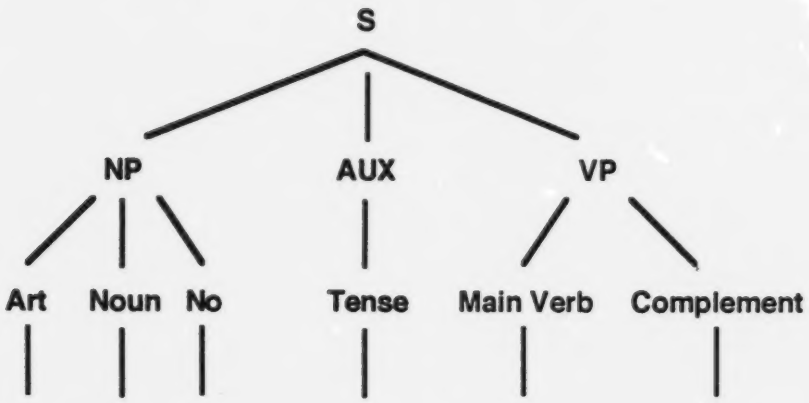
None of the vegetables have lost their flavor.
(In this sentence vegetables is plural; therefore, none is plural.)

Make sure that you find the right word to agree with the pronoun.

Each of the tables had its own tablecloth.
(The pronoun refers to each, not to tables.)

WORDS AS SHAPECHANGERS, OR ACTING LIKE CHAMELEONS AND SOMETIMES, JUST ORDINARY STAND-INS OR GO BETWEENS

TREE DIAGRAM



SESSION 12

SINGING THE PRAISES OF PHRASES FOR THE PANACHE THEY ADD TO CLAUSES, BOTH DEPENDENT AND STANDING ALONE

OBJECTIVE:

1. Identify proposition & their function.
2. Identify a phrase.
3. Differentiate between a noun, verbal and gerund phrase.
4. Define a clause and differentiate between and independent and dependent clause.

Required materials:

Chalkboard
Dictionaries
Flipchart & Stand
Flipchart Pad
Felt-tip Markers - 6 pink, 6 green

TIME	PRESENTATION	ACTIVITY
15 minutes	Review	

SESSION 12

TIME	PRESENTATION	ACTIVITY
45 minutes	I. SINGING THE PRAISES OF PHRASES A. Oh, but there are so many, our heads are spinning B. Describe how gerund & infinitives function - that will be fun. Activity	Presentation Noun & Gerund Chart 1. Practice with prepared material on phrases 2. Adding phrases
10 minutes	BREAK	
40 minutes	II. Clauses - Dependent and Standing Alone A. What a surprise, it crept up on us! Hurrah! We already know this independent creature. It's also known as a Sentence! B. The dependent one won't be hard at all now; We've met it before too!!! Activity	Presentation Pre-prepared exercise for dep & indep clauses
10 minutes	Homework	

SESSION 12

SINGING THE PRAISES OF PHRASES FOR THE PANACHE THEY ADD TO CLAUSES, BOTH DEPENDENT AND STANDING ALONE

NOUN & GERUND CHART

A. HOW WE USE NOUNS:

1. As a simple sentence
2. As a predicate
3. As a direct object
4. As a indirect object
5. As a object of a preposition
6. As an appositive

OTHER NOUNS FORMS FROM
OTHER PARTS OF SPEECH

B. THE GERUND - a noun derived from a verb can be used:

1. as a subject
2. as a predicate noun
3. as a direct object
4. as an adverb

VERBS

SESSION 12

SINGING THE PRAISES OF PHRASES FOR THE PANACHE THEY ADD TO CLAUSES, BOTH DEPENDENT AND STANDING ALONE

Activity 1

Procedure: Participants will work individually on some preprogrammed exercises, especially focused on the use of different types of prepositions and phrases

Activity 2

Procedure:

Have participants gather into triads. Have them retrieve their twelve sentences from Session 10 - Section 1.

1. Check over these sentences to see if any of them can be "beefed" up with some prepositional phrase or two. Should none of the sentences allow for such additions, then write a paragraph on some topic of interest. Try to expand your sentences by adding as many of the different language tools we've accumulated over the past several weeks. For instance, dress up those nouns or pronouns with adjectives, give added dimension to verbs by modifying them with adverbs. And, of course, several phrases, here and there would be nice too!!

2. Only problems and questions will be discussed upon completion of this activity, since the instructor will need to read through these sentences carefully, and return them with comment during the next session.

SESSION 13

PLANT A ROOT OR TWO - LATIN OR GREEK - AND - WATCH THOSE WORDS INCREASE

OBJECTIVE:

1. Review all previously presented materials.
2. Understand how prefixes increase our vocabulary.
3. Use and identify three prefixes from a group of five.
4. Begin analysis of POSITION DESCRIPTION QUESTIONNAIRE (PDQ) directions.

Required materials:

Chalkboard
Flipchart & Stand
Flipchart Pad
Felt-tip Markers - black, red, and green
8 1/2 x 11 colored construction paper

TIME	PRESENTATION	ACTIVITY
30 minutes	Review and answer question on any issues presenting confusion or difficulty. Review paragraphs and sentences submitted from activity during last session.	

SESSION 13

TIME	PRESENTATION	ACTIVITY
30 Minutes	I. LATIN AND GREEK ADD-ONS A. Remember those Latin & Greek words that influenced English during the Renaissance? 1. Use Spelling Strategy Techniques for making a visual "picture" of Root word with Prefixes and Suffixes 2. Word meanings will use Vocabulary Strategy from Part I to reinforce and integrate new vocabulary formed with prefixes	Presentation Participants will make their own cards
10 minutes	BREAK	
40 minutes	II. Class review of POSITION DESCRIPTION QUESTIONNAIRE (PDQ) A. Ask the FOUR "W" - Who, What, Where, Why and add How for good measure 1. Examine each sentence in first paragraph and pull out key words, to determine what format is required to respond to the PDQ.	Class participation Activity Copies of PDQs

SESSION 13

TIME	PRESENTATION	ACTIVITY
40 minutes	II. Class review of POSITION DESCRIPTION QUESTIONNAIRE (PDQ) (cont.)	
	2. Continue examination of each paragraph in the same manner as above until passage containing directions for answering the PDQ is completed.	List keywords and compare
	3. Begin to outline key information answering the 4 "Ws" and How	Outline directions
10 minutes	Homework	

SESSION 14

HEY, MY JOB IS ON THE LINE!

OBJECTIVE:

1. Make a final outline of PDQ directions.
2. Differentiate between a general job description and subtask job description.
3. Use outline to draft a general job description.
4. Write a general job description draft.

Required materials:

PDQ forms with direction and acceptable verb list
Dictionaries
Chalkboard
Flipchart, Stand, & Pad
Felt-tip Markers - 6 each: yellow, green and blue

TIME	PRESENTATION	ACTIVITY
15 minutes	Review Homework. Answer and clarify remaining questions.	

SESSION 14

TIME	PRESENTATION	ACTIVITY
30 minutes	I. Understanding PDQ Directions A. Review and continue analysis and drafting an outline of PDQ directions. B. Complete a written outline of PDQ directions using KEY words.	 Class participation Triads working together
10 minutes	BREAK	
45 minutes	II. Group discussion of Outlining Results A. What's the difference between a general job description and a subtask description? B. What's the difference in how they will be written? C. Why are they different and how do they fit together? Make necessary adjustments to existing outlines. Use outline to start drafting a general job description. Share general job descriptions and critiques.	Class participation Work in triads Class participation

SESSION 14

TIME	PRESENTATION	ACTIVITY
10 minutes	Homework Assignment - Draft a memo to your supervisor describing and incident requiring your immediate attention and how you resolved the problem. NOTE: Anyone who wishes to continue working on any of the previously presented instructional areas will be given requested . assignments.	

SESSION 15

GETTING DOWN TO "BRASS TACKS"

OBJECTIVE:

1. Write the defined general job description, specifically, and succinctly.
2. Differentiate the individual subtasks within each generally listed job description.
3. Draft descriptions of subtasks within specified PDQ format.
4. Begin writing final description of at least one defined subtask within specified PDQ format.

TIME	PRESENTATION	ACTIVITY
15 minutes	Review Homework. Answer Questions	

SESSION 15

TIME	PRESENTATION	ACTIVITY
45 minutes	I. Review difference between the general job description and subtask job descriptions, and the specified format required for each. A. Get that general description whipped up into shape. Share results and critique.	Class participation Write general job descriptions - Triads Group discussion
10 minutes	BREAK	
45 minutes	B. Write final draft of general job description as it will appear on the PDQ. C. Form column headings for each task listed within the general job description. 1. List required subtasks within each listed task. Locate verbs describing each subtask from the approved verb list. 2. List the final result of each performed subtask.	Revising and writing the final draft

SESSION 15

TIME	PRESENTATION	ACTIVITY
45 minutes	C. Form column headings for each task listed within the general job description. (cont.) 3. Break each subtask down further into three subareas: 1. How task performed - Use appropriate action word (verb) 2. To What .(object) 3. For what purpose. II. How to whip those sub-task descriptions into shape, now that we have them harnessed. Drafting the first sub-task descriptions for the first task listed in the general job description. Group discussion and critique. Back to the drawing board.	Class participation Writing in Triads Revising sub-task description
5 minutes	Homework - continue drafting sub-task descriptions	

SESSION 16

WE DID IT!!! THE RAIN REALLY FALLS ON THAT PLAIN IN SPAIN!

OBJECTIVE:

1. **Respond to any remaining questions.**
2. **Goal Setting - Contracts for continued use of instructional data.**
3. **Class Closure - Evaluations.**
4. **Reception - Presentation of Awards and Certificates.**

Required materials:

Index cards for Goal Setting and follow-up appointments
Evaluation Forms
Awards and Certificates

TIME	PRESENTATION	ACTIVITY
30 minutes	Respond to any remaining questions (within reason that is.) Goal Setting for the future. Closure. Evaluations.	
90 minutes	RECEPTION Presentation of Awards and Certificates	